DOCUMENT RESUME

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TITLE A Positive Approach to Assertive Discipline.
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IDENTIFIERS Assertive Discipline; PF Project

ABSTRACT

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Program Description: The Assertive Discipline Program at John Swett Elementary clearly establishes student behavior expectation and consequences. In addition to these two outcomes, the program offers varying degrees of positive acknowledgment for students meeting or exceeding the expectations. Primary Purpose: The program was initiated during the 1979-1980 school year. The program goals were and continue to be to improve student behavior, increase student time on task, and improve school climate by acknowledging students' positive behaviors. Program Participation: Classroom teachers and special personnel establish for themselves and their students the expected behaviors and consequences. These hierarchies are relative to a school hierarchy and are consistently followed. The effectiveness of the program is insured by individual and group recognition of positive behavior. Positive hierarchies range from tokens provided to individual students to classroom banners or movies. The tokens are collected by the class and turned in for a classroom banner. Six banners entitle the class to a Disney film, and twelve banners earn the class ice cream bars or a lunch on the lawn with the principal. Most classroom teachers provide a similar reward hierarchy for their class. Evaluation: Statistics have been kept since the program's initiation. During the 1979-1980 school year, with a student population of 356 students, a total of 350 students were referred to the office for disciplinary reasons. During the 1982-1983 school year, 247 students visited the office out of a total school population of 365 students. This is a 30% reduction in student referrals. The nature of referrals has changed from inter-personal problems to those related to on-task behaviors. On-task behavior problems have shifted from gross class disruptions to simply not being on task when expected to be. A very positive evaluation occurred this Christmas when a group of third-grade students saved their Sunshine Award tokens so they could present their teacher with her own classroom banner. The students were very specific that this banner was not to be included in their class total. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

OUTSTANDING PROGRAM DESCRIPTION FORM

Name of School, District or Agency: John Swett Elementary School — Grade Levels: Kdg. - Fifth

Address: 4955 Alhambra Valley Road — Telephone: (415) 228-3501

City: Martinez, — State: Calif. — Zip: 94553

Name of Contact Person: Chuck Fereira — ACSA Region: Seven

Name of Course, Program, Project or Policy:

A POSITIVE APPROACH TO ASSERTIVE DISCIPLINE

Date of Operation of Program or Project: 1979 to date

In 300 words or less please describe your program specifically enough for others to follow. Please include your program's
(1) primary purpose (how it benefits students)
(2) participants (grade levels of students, professional staff, community persons, etc)
(3) evaluation data (if available)

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NAME Charles L. Fereira DATE Dec. 16, 1983

Enclose supporting or descriptive materials and return to ACSA Public Confidence Task Force, Public Relations Department, 1517 L Street Sacramento, CA 95814

Program Description: The Assertive Discipline Program at John Swett Elementary clearly establishes student behavior expectation and consequences. In addition to these two outcomes, the program offers varying degrees of positive acknowledgment for students meeting or exceeding the expectations.

Primary Purpose: The program was initiated during the1979-1980 school year. The program goals were and continue to be to improve student behavior, increase student time on task, and improve school climate by acknowledging students' positive behaviors.

Program Participation: Each classroom teacher and special personnel establishes for themselves and their students the expected behaviors and consequences. These hierarchies are relative to a school hierarchy and are consistently followed. The effectiveness of the program is insured by individual and group recognition of positive behavior. Positive hierarchies range from tokens provided to individual students to classroom banners, movies, etc. The tokens are collected by the class and turned in for a classroom banner. Six banners entitle the class to a Disney film, and twelve banners earn the class ice cream bars or a lunch on the lawn with the principal. Most classroom teachers provide a similar reward hierarchy for their class.

Evaluation: Statistics have been kept since the program's initiation. During the 1979-1980 school year, with a student population of three hundred fifty-six (356) students, a total of three hundred fifty (350) students were referred to the office for disciplinary reasons. During the 1982-1983 school year, two hundred forty seven (247) students visited the office out of a total school population of three hundred sixty five (365) students. This is a thirty percent reduction in student referrals. The nature of referrals has changed from interpersonal problems to those related to on-task behaviors. On-task behavior problems have shifted from gross class disruptions to simply not being on task when expected to be. A very positive evaluation occurred this Christmas when a group of third grade students saved their Sunshine Award tokens so they could present their teacher with her own classroom banner. The students were very specific that this banner was not to be included in their class total.